

LEARN WHERE YOU LIVE

Delivering Information Literacy Instruction in a Distributed Learning Environment

Tasha Maddison

University of Saskatchewan

@tmmaddison

orcid.org/0000-0002-4569-200X

Tasha.Maddison@usask.ca

Agenda

- Definition of Distributed Learning
 - Literature
 - Research Method
 - Analysis and Recommendations
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- *I have added my notes to the slides for archive purposes when a further explanation was required. Titles in Italics were not part of the original presentation.*

Definition

The opportunity to learn well beyond the normal scope of the classroom in a variety of formats and modes of delivery. Technology is an integral part of distributed learning

- Equitable but not necessarily equal

Literature

- Value / Benefit
- Collaboration with Faculty
- Embedded within a course
 - a) Research component
 - b) Specific assignment
 - c) Active learning techniques
 - d) Assessment
- Tools

Research Method

- Interview Participants
- Data Collection
- Limitations

Analysis

- Program
- Tools
- Challenges
- Impressions



RECOMMENDATIONS

Elements of Collaboration

74 collaboration patterns that improve your teamwork, productivity and creativity

People		Productivity Software						Collaborative Software				Methods	
1 T												2 Ta	
3 P	4 Pm							5 E	6 M	7 W	8 C	9 B	10 R
11 K	12 I							13 V	14 Kb	15 S	16 Im	17 G	18 Mm
19 Tc	20 Wg	21 Ie	22 F	23 A	24 Wo	25 Ps	26 O	27 Fs	28 Wh	29 Wc	30 Cr	31 Cp	32 Ap
33 L	34 Tp	35 Ac	36 Gi	37 N	38 Ex	39 Is	40 Fm	41 Of	42 To	43 Wb	44 It	45 Wb	46 Mp
47 Cc	48 Ip	49 Mo	50 Th	51 Mj	52 Pp	53 Ai	54 V	55 Gc	56 Pm	57 Cs	58 Ws	59 U	60 Bu
61 Ce	62 Pt	63 As	64 Ei	65 Ic	66 Kn	67 Ne	68 Ap	69 Ts	70 Ad	71 Ms	72 Sb	73 Ts	74 Fc

Legend

Popularity rank: lower number indicates higher popularity

Element symbol, shortcut for the collaboration pattern

Element name, name of the collaboration pattern

Smart group: green for people, yellow for tools, orange for collaborative software, brown for collaboration methods

Periodic table of collaboration elements. Shows all collaboration tools and patterns. Version 1.0, July 1
www.mindquarry.ca

Collaboration

Image: <http://www.innovationinpractice.com/.a/6a00e54ef4f376883401157143c938970c-popup>

Collaboration Notes

Librarians must build strong relationships with their community, whether it be a faculty member, a teacher at a high school or an outside organization. This collaboration will allow for library initiatives and services to be designed effectively for students based upon the user's needs. Knowledge and awareness of the research interests of individual faculty members combined with the curriculum taught within the discipline inform collection decisions and instruction offerings, as well as, other services that can be offered by the liaison librarian.

engage, enlighten, explore

at your
library



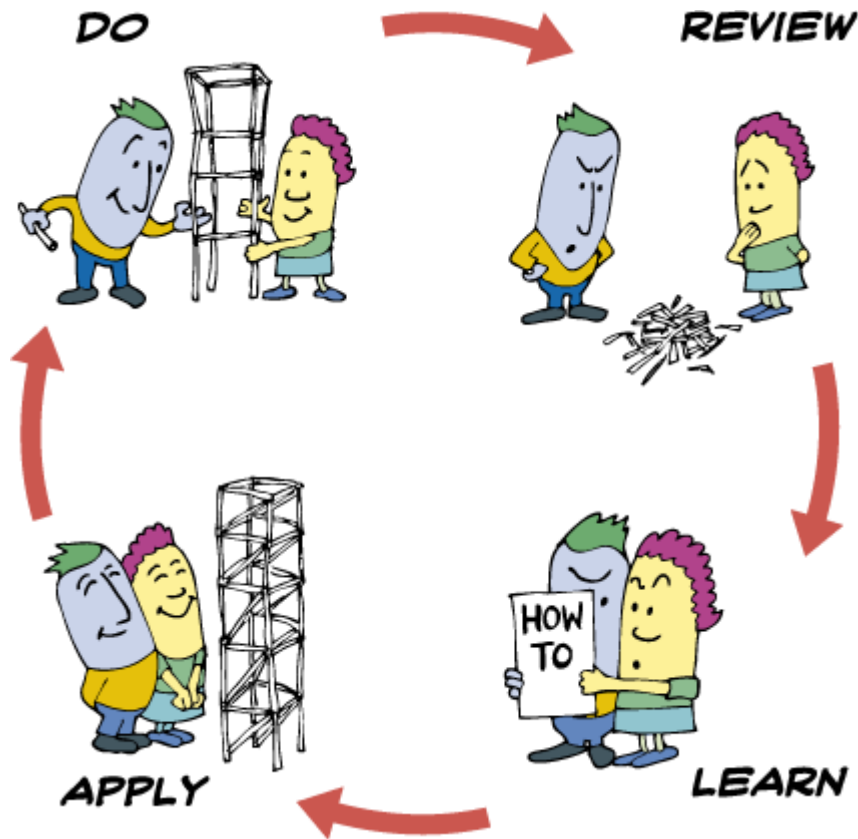
Strategic Selection

Image: http://www.aieeplus.com/college_selection.php

Strategic Selection Notes

Librarians should choose courses and programs selectively; focusing on those with strong research components and/or assignments to provide the most engaging instruction to students.

Distributed learning is not an appropriate choice for every course or program; instructors need to be mindful of technology and how it is used and applied in order to effectively deliver their curriculum.



Active Learning

Image: <http://www.me-and-us.co.uk/methodology/mslide30.html>

Active Learning Notes

Active learning increases student engagement in the course, their understanding of the materials and retention of critical information. Online students can participate in discussion boards and chat sessions, resulting in active ways to learn and experience the information being shared.

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Assessment

Image: <http://www.utulsa.edu/tulawblog/?p=304>



Assessment Notes

Ongoing assessment and evaluation ensure that learning has occurred, as well as informing improvements in course delivery and instruction. Once the library has implemented a distributed learning strategy, it will be important to assess and evaluate if the instructional pedagogy has been effective. Evaluation of programming is accomplished through surveying students who participated in the instructional session and should be ongoing. Evaluation and assessment of student learning and delivery of that information will inform the evolution of effective instruction.



The Sky is the Limit!

Image: <http://zrhaydon1.wordpress.com/2012/04/11/theological-interpretation-of-scripture-and-the-role-of-imagination/>

The Sky is the Limit

Instructors should be selective in the adoption and integration of technology into classroom activities, ensuring that the technology assists in the effective facilitation of the learning process and does not distract from it.

The only limit is your imagination!

What if?

We ignore the shifts in technology and the expectations of the learner, ignore the ground swell of change that is already happening or is well underway, at our peril. We need to change fundamentally how we think about teaching and learning. It will not be the same landscape 10 or 20 years from now. And if we do not change and adopt and adapt, it will very quickly bring into focus the relevance of the university.

(D. Morrison, personal communication)

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CONTACT INFORMATION:



Tasha Maddison

Science Liaison Librarian, M.L.I.S.

Engineering Library, University of Saskatchewan

Room 1B08, Engineering Building, 57 Campus Dr

Saskatoon, SK S7N 5A9

Tel: (306) 966-5978

tasha.maddison@usask.ca